DOCUMENT RESUME

ED 090 716 EC 061 515

AUTHOR Clark, Marjorie; Kitchton, Pauline Y.
TITLE Color Concepts for the Trainable Mentally Retarded; Mental Retardation Training Program Technical Report Series 69-3.
INSTITUTION Ohio State Univ., Columbus. Herschel W. Nisonger Center.
PUB DATE Apr 69
NOTE 42p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Class Activities; *Color Planning; *Exceptional Child Education; Instructional Materials; *Lesson Plans; *Trainable Mentally Handicapped

ABSTRACT

Presented are lesson plans for a unit on color discrimination for trainable mentally retarded (TMR) children. An introduction describes TMR children and the major educational objectives of self care, social adjustment, and economic usefulness. Criteria of effective units such as relationship to real life situations are listed. Specific unit objectives for the areas of color discrimination, muscular coordination, sensory discrimination, arithmetic, health, language, self care, music, and crafts are outlined. It is recommended that the unit's activities be correlated with the normal day's activities and a theoretical daily schedule is provided. Detailed are lesson plans for the first 11 days of the unit which center on discrimination of red and blue through activities such as stories, games, conversation, and songs. Briefly covered are teaching suggestions for the other six colors. Guidelines for evaluation include use of continuous reports and charts during the unit's progress. A bibliography lists 17 books appropriate for teachers of the TMR, 6 books for children, a song book, and 13 stories to be read to children. Appended are a listing of instructional materials, an evaluation form, the text of a story, and patterns for crafts activities. Also included is a listing of 16 other papers available in the series of technical reports. (DB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 090716

mental retardation training program

college of social & behavioral sciences
college of administrative science
college of education
college of medicine

the ohio state university

EC 061515

The Mental Retardation Training Program, a joint project of the College of Administrative Science, College of Social & Behavioral Sciences, College of Education, and College of Medicine, is committed to the alleviation of the manpower shortage in the field of mental retardation. To this end, it provides an interdisciplinary arena for research and training through the mechanism of service to the retarded.

HISTORY

The impetus for the Training Program began with the Report of the President's Panel on Mental Retardation in 1962, and culminated in the enactment by the 88th. Congress of a series of three pieces of legislation to stimulate research, training and service facilities for mental retardation. In 1965, the report of the Citizen's Committee to the Governor of Ohio specifically stressed the need for manpower training in University-Affiliated Facilities for the Mentally Retarded.

GOALS

The broad objectives of the Training Program are:

- to develop an interdisciplinary approach to mental retardation research;
- to provide interdisciplinary instruction in mental retardation;
- to disseminate information related to mental retardation;
- to develop and promote methods of prevention of mental retardation;
- to expand scientific knowledge in the diagnosis and treatment of the retarded;
- to extend the breadth and depth of both student involvement in the community and in-service instruction for professionals.

ORGANIZATION

To serve its complex objectives, the Training Program has a Policy Council consisting of the Deans of the participating Colleges; a Program Advisory Committee consisting of faculty representatives of many generic disciplines; a Liaison Advisory Committee consisting of representatives of state and community agencies; an administrative triad (listed below); and three Program Coordinators through whom the academic departments relate in order to achieve the stated program objectives.

Address inquiries to:

Mental Retardation Training Program
9 W. Buttles Avenue
Columbus, Ohio 43215

Technical Report Series
of
The Ohio State University
Herschel W. Nisonger Center

The OSU Herschel W. Nisonger Center is an all-University program devoted to instruction, service, and research in problems of mental retardation and other developmental handicaps. Among full time and cooperating staff in the Center are representatives from the following disciplines:

Business Administration
Dentistry
Education
Home Economics
Law
Medicine
Nursing
Nutrition
Occupational Therapy
Physical Therapy
Physical Education
Psychiatry
Psychology
Social Work
Sociology
Speech
Vocational Rehabilitation

The technical report series serves as a mechanism through which the ideas and activities of participating specialists and their students can be disseminated to the larger professional community. Theoretical treatises, operational design concepts, as well as reports of service and research activities are included in the series.

Papers may subsequently be submitted for publication in scholarly journals. For this reason, no quotations from the reports should be made without the written permission of the author(s). Critical reaction to the papers, where appropriate and with permission, will be made available to our readers.

Inquiries regarding additional copies of this report should be addressed to:

Professor Joseph J. Parnicky, Editor
The Ohio State University
Herschel W. Nisonger Center
9 West Buttles Avenue
Columbus, Ohio 43215

FORWARD

The following materials are the product of graduate and undergraduate students efforts in meeting requirements for a curriculum planning course in the education of the mentally retarded. This course is offered through the Faculty for Exceptional Children of the College of Education at The Ohio State University.

The selection of student work is based on the appropriateness of content and topic. The materials have been reviewed by the course instructors and felt to be a source of ideas and organization for the teacher of the mentally retarded.

The materials are being prepared and distributed through the auspices of the Herschel W. Nisonger Center for Mental Retardation and Developmental Disabilities of the Ohio State University.

The Ohio State University

Mental Retardation Training Program

Technical Report Series

69-3

Color Concepts for the Trainable Mentally Retarded

by

Marjorie Clark

Pauline Y. Kitchton

April, 1969

TABLE OF CONTENTS

Page

I. Introduction. 1

II. Criteria of Effective Units. 2

III. General Objective. 2

IV. Introduction of the Unit. 2

V. Analysis of the Unit in Terms of Content. 3

VI. Specific Objectives. 3

VII. Daily Schedule. 4

VIII. Initiating the Unit. 5
- a. First Day. 5
- b. Second Day 6
- c. Third Day. 7
- d. Fourth Day 7
- e. Fifth Day. 8
- f. Sixth Day. 8
- g. Seventh Day. 9
- h. Eighth Day 9
- i. Ninth Day. 9
- j. Tenth Day. 10
- k. Eleventh Day. 10

IX. Continuation with Colors. 10
- a. Color Table. 10

X. Culmination. 14

XI. Evaluation 14

XII. Bibliographies 15
(Listed at end of specific areas also.)

XIII. Appendix. 16

I. INTRODUCTION

Who are trainable mentally handicapped children? The trainable mentally handicapped child is first and foremost a child. School Code 12-20-1 gives the legal answer. Trainable mentally handicapped children between the ages of 5 and 18 years who, because of retarded intellectual development, as determined by individual examination, given by a qualified psychological examiner..., are incapable of being educated properly and efficiently through ordinary classroom instruction or special educational facilities for educable mentally handicapped children..., but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes, communities or in a sheltered workshop.

Changing social philosophies brought about changed patterns of meeting problems. As recognition of the responsibility of the state for its children increased, the move for institutional care developed rapidly. Legislators also recognized the fact that new ways of meeting the problem must be met. The changing philosophies of medical, educational and psychological objectives and procedures have given new impetus to the problem.

Increased emphasis of the responsibility of the local community in meeting its social and educational programs have increased. The trainable child may be found in any family circle and in any community.

The trainable objectives are in the area of (1) self-care, (2) social adjustment, and (3) economic usefulness. These objectives are sound and they point the way to a program that is non-academic. Trainable mentally handicapped children are those who develop at such a slow rate that they are unable to profit from the program of instruction for the educable mentally handicapped. Such children may be described as follows:

1. Many of these children have physical characteristics that accompany their type of retardation such as brain injury, Downs syndrome, microcephalism and hydrocephalism.
2. Their mental development is approximately one-quarter to one-half that of an average child.
3. Their speech and language abilities are distinctly limited but they are able to make their wants known.
4. They are generally not capable of learning academic skills such as reading and arithmetic beyond the rote learning of some words and simple numbers.
5. They are capable of learning to get along in the family and in the immediate neighborhood by learning to share, to respect property rights, and in general to cooperate with their families and neighbors although they cannot be expected to become self-sufficient in making major decisions.
6. They are capable of eventually learning self-care in personal routines, good health habits, safety, and in other necessary skills which will make <u>them more independent of their own parents.</u>
7. They are capable of learning to assist in chores around the house and/or doing a routine task for some remuneration in a sheltered environment.*
8. They will require care, supervision, and economic support throughout their lives.*

This unit is an attempt to stimulate thinking and it is hoped that it will be of help to the teacher to carry out one minute facet that may help these children to make a better adjustment. The goals and objectives of this unit are set forth. The goals and objectives are realized through experiences in areas of

*Illinois Plan for Special Education

1. INTRODUCTION

Who are trainable mentally handicapped children? The trainable mentally handicapped child is first and foremost a child. School Code 12-20-1 gives the legal answer. Trainable mentally handicapped children between the ages of 5 and 18 years who, because of retarded intellectual development, as determined by individual examination, given by a qualified psychological examiner..., are incapable of being educated properly and efficiently through ordinary classroom instruction or special educational facilities for educable mentally handicapped children..., but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes, communities or in a sheltered workshop.

Changing social philosophies brought about changed patterns of meeting problems. As recognition of the responsibility of the state for its children increased, the move for institutional care developed rapidly. Legislators also recognized the fact that new ways of meeting the problem must be met. The changing philosophies of medical, educational and psychological objectives and procedures have given new impetus to the problem.

Increased emphasis of the responsibility of the local community in meeting its social and educational programs have increased. The trainable child may be found in any family circle and in any community.

The trainable objectives are in the area of (1) self-care, (2) social adjustment, and (3) economic usefulness. These objectives are sound and they point the way to a program that is non-academic. Trainable mentally handicapped children are those who develop at such a slow rate that they are unable to profit from the program of instruction for the educable mentally handicapped. Such children may be described as follows:

1. Many of these children have physical characteristics that accompany their type of retardation such as brain injury, Downs syndrome, microcephalism and hydrocephalism.
2. Their mental development is approximately one-quarter to one-half that of an average child.
3. Their speech and language abilities are distinctly limited but they are able to make their wants known.
4. They are generally not capable of learning academic skills such as reading and arithmetic beyond the rate learning of some words and simple numbers.
5. They are capable of learning to get along in the family and in the immediate neighborhood by learning to share, to respect property rights, and in general to cooperate with their families and neighbors although they cannot be expected to become self-sufficient in making major decisions.
6. They are capable of eventually learning self-care in personal routines, good health habits, safety, and in other necessary skills which will make <u>them more independent of their own parents.</u>
7. They are capable of learning to assist in chores around the house and/or doing a routine task for some remuneration in a sheltered environment.*
8. They will require care, supervision, and economic support throughout their lives.*

This unit is an attempt to stimulate thinking and it is hoped that it will be of help to the teacher to carry out one minute facet that may help these children to make a better adjustment. The goals and objectives of this unit are set forth. The goals and objectives are realized through experiences in areas of

*Illinois Plan for Special Education

social adjustment, language development, health and safety knowledge, reading readiness, writing, number concepts, arts and crafts, physical training and music.

The materials and methods may not be applicable to all cases. It is hoped that the materials and methods in this unit are used as suggestions--given to much flexibility. We could not avoid considerable repetition.

To complement and amplify the unit, a number of supplementary resource materials and bibliographies has been provided.

We asked ourselves, "Why are we planning a "Unit on Color" for these children?" It is believed that a child will probably learn colors before learning abstract forms. After the perception of color is well developed, colors can be used as cues to help in visual perception of other qualities. This has value for these children in that our society uses colors as important symbols, thus learning primary colors would help these children understand their environment better.

We would like to extend our thanks to the professors and our children who are teaching us so much about exceptional children and youth.

******

II.
CRITERIA OF EFFECTIVE UNITS

1. The unit should grow out of real life situations.
2. The unit should be suited to the child's social, physical and mental levels of ability.
3. The unit should offer individual and group growth from the unit.
4. The unit should provide for desirable health and social skills.
5. The unit should have a carry-over value in interest, skills and attitudes.
6. The unit should provide basic knowledge so that there is a real positive use in later life.
7. The unit should provide for practical use of tool subjects such as arithmetic, writing, spelling and reading.
8. The unit should provide experiences for a certain length of time and should be an "ongrowing" type.
9. The unit must be flexible and continually challenged.
10. The unit should have a list of community research resources.
11. The unit should contain activities to the unit.
12. The unit should include experience charts for the children.
13. The unit should be continually evaluated.

III.
GENERAL OBJECTIVE

Our basic philosophy in developing this objective is because these children are children, and the general aim is to help each realize his maximum potential, just as for every child. Our goal is helping to make these handicapped children as well-adjusted as they can be, especially in such matters as social relations or taking independent responsibilities in simple situations. The educational objectives for these children are quite modest, so we tend to emphasize adjustment in the practical, self-help, social, and communicative aspects of development.

IV.
INTRODUCTION OF THE UNIT

There is no single way in which a unit may be initiated. It may be a spontaneous outgrowth of some experience of the children or it may be "teacher-initiated" or a combination of both.

V.

ANALYSIS OF THE UNIT IN TERMS OF CONTENT

It will be noted immediately that this unit is a highly structured one. We have several reasons for this. First, the trainable child because of his limitations, functions best in situations in which the limitations and directions of his activities are quite set for him since in most instances he is unable to do this for himself.

The main purpose of this unit is to give the child opportunities in language, maturation and social adjustment. Many activities and other suggestions in the unit can be deleted or added to as the teacher deems necessary. This unit is only meant to serve as a guide or used as supplementary material to the classroom teacher.

VI.

SPECIFIC OBJECTIVES

1. Color discrimination
   a. to learn eight basic colors by sight and name.
   b. to learn to obey the traffic light.
   c. using color to make room prettier.
   d. colors of flag.
   e. using attractive colors in personal dressing.

2. Muscular coordination
   a. learn to catch, throw, bounce and play with ball.
   b. learn to walk in a given direction.
   c. learn how to cut and paste.
   d. learn how to draw circle.
   e. improve use of small muscles such as in coloring.
   f. climb in-and-out of wagons--climb jungle gym.

3. Sensory discrimination
   a. edible objects with different color have different taste (gustatory).
   b. objects have different "feel" such as orange. (cutaneous).
   c. objects have different smell (olfactory).
   d. objects have different eye appeal (visual).
   e. objects have different sounds (auditory).
   f. objects have different pressure (kinesthetic).

4. Arithmetic
   a. learn to count to ten using colored objects.
   b. learn to count steps the child takes.
   c. some idea of <u>most</u> and <u>more</u>.
   d. develop simple arithmetic vocabulary.
   e. teach children to write numbers and symbols according to ability.
   f. to drill and give opportunities for these concepts.

5. Health
   a. proper clothing for the weather.
   b. proper diet.
   c. good health habits.

6. General
   a. learn to follow directions.
   b. play games together.
   c. gain self-confidence.
   d. help child understand himself and his relationship to his environment.

7. Language
   a. broaden vocabulary.
   b. word concepts--under, over, big, little, etc.
   c. color names.
   d. concrete words.
   e. verbal direction.
   f. daily discussion.

8. Self-Care
   a. help him learn to dress himself.
   b. help him learn to feed himself.
   c. help him learn to wash himself.
   d. help him learn to toilet himself.

9. Music
   Most children are fond of music and will respond to and can focus their attention on musical activities.
   a. makes learning more pleasurable.
   b. singing games are good drill for number counting.
   c. enjoy doing physical exercise to music.
   d. learning emphasized and past experiences can be reviewed by use of music.
   e. can create a mood or attitude within child.
   f. stirring music may stimulate activity.
   g. help develop better auditory perception and memory.
   h. singing helps some children with speech.
   i. can be used to promote social development.

10. Crafts
   a. aiding in the development of the small muscles.
   b. these skills that are being taught may be useful in future; the making of certain objects and the operation of tools.
   c. may have social value.
   d. may help in making him happier when alone.
   e. should be simple enough to be learned.
   f. should be of interest and challenging to child and thus encouraging him to try other crafts.

VII.

DAILY SCHEDULE

Remembering that the teacher works and moves more slowly with the severely retarded, the time schedule should be flexible and allow for a longer span of time per activity than the normal classroom. Also, the teacher should remember that many times the attention span is short and so considering these two paradoxes of behavior the teacher must be extremely sensitive to the interests and needs of the children to govern the time limit of any specified activity. If it is fruitful, she may want to expand and include many ideas of her own. If the lesson is not learned within a reasonable amount of time and effort both on the part of child and teacher, with repetition and drill, the activity may well be put aside and returned to at a later date.

Although the unit covers the eight basic colors, each color is taught separately, while at the same time reinforcing past learnings. The unit should be correlated with the normal day's activities in the classroom, such as providing red tempera, finger paint, and red colored beads in the areas which normally have such materials.

Theoretical Schedule

9:00 Wraps off and hung up; toilet if necessary, opening, attendance, discussion and talking time.
9:20 Art activity or other self-expressions.
10:00 Clean-up, toilet, and washing for mid-morning snack.
10:30 Out-of-doors (recess).
10:50 Active free play (Have definite purpose for this activity.).
11:00 Short rest.
11:05 Toilet and wash.
11:30 Lunch.
12:15 Story--rest; toilet, if necessary Discussion.
12:30 Activity.
1:00 Music.
1:30 Recess.
2.00 Activity.
2:25 Daily evaluation.
2:30 Wraps on, dismissal.

VIII.

INITIATING THE UNIT

a. First Day. It is hoped that the teacher of the retarded will use language wisely in conversing with her children. Complicated sentences with many adverbs and adjectives may confuse the child. However, there should be some allowance to permit the child to expand his own vocabulary and this may come with the teacher's choice of her own language. When the child understands the concept of "dress," the teacher may comment on a quality of the object. It is hoped that if the teacher has neglected this phase of instruction she may begin some days before initiating the unit with comments as to the color of objects with which the children are familiar. Such as: "You are wearing your red dress today."

On the day the unit is to begin, the teacher should bring two or possibly three (depending on size of group and how well they play together) bright, large red balls, and one (same size) blue ball.

After the morning "business" the teacher may hold up one red ball for the children to see and ask:

"What am I holding?"

She may then go on to ask:

"What can you do with a ball?"

If the children can give an answer they may demonstrate; otherwise, the teacher will do so. The ball may be head-bounced-thrown-caught-rolled. "It is a red ball." "Do you see anything else in the room that is red?" Mary is wearing a red dress, etc.

If the record, "Bouncey-bouncey Ball" is available, the teacher may play it before or during game.

Activity. The teacher places the balls, including the blue one, on the floor and chooses children (perhaps the ones dressed in red) to get a ball for their group. The children will probably also choose the blue one and here the teacher says, "That ball is not red." "We will play with the red ones." She may repeat this as many times as necessary. This is done so the children will not confuse the object ball with the quality of roundness or ball.

The children may then divide into groups, with the capable children bouncing and catching, others may sit on the floor and roll it to one another. The teacher may play teacher-ball with a group, or if some are having difficulty she should help and encourage those so they may experience success from the "Game."

As the children tire of the game, the teacher will have them come to the story circle.

STORY: The Box with the Red Wheels, Maude and Miska Petersham.

This book is beautifully illustrated and deals with objects most familiar to the children.

After reading and perhaps talking about the story, the teacher will pass out sheets of paper with a large box drawn on it and having some red circles ready to cut, some already cut, with paste and red crayons available. It is wise to use large manilla paper for the picture as children have usually not developed the fine muscles coordination to color in small areas and also they may apply too much pressure to the paper which would result in tearing a thinner paper.

As the teacher distributes the materials according to the readiness of the child, she may repeat, "Paste the red wheels on the box." "Cut the red wheels." "Color the red wheel."

After lunch, the story may be read again for use in puppet play or dramatization. The story is adaptable for use at different levels. It may be pantomined with the teacher reading the story, or it may be used with speaking parts or both.

At recess time, it is hoped the teacher will continue the game with the balls helping children and advancing them from holding the ball to rolling, throwing, bouncing, kicking, and catching. She should repeat many times, "Bounce the red ball. Catch the red ball." However, care must be used that the word red is associated with other objects throughout the course of the day.

Evaluation. At the close of the days' activities the teacher will gather her children in a "Talking Circle" and discuss what has been learned that day reiterating the concepts of the day.

b. Second Day. Before the children arrive, the teacher will place a large flat box covered with red paper on a table covered with red in a focal part of the room. On it will be placed a red ball and a red mitten. Also several objects which are familiar to the children, and which are also red will be placed in obvious sight of the children. The teacher may want to count the objects.

At "talking time" the teacher will show the table and name the objects on it. "We will call this our red table. I have put our red ball and a red mitten on it," (holding the objects as she names them). "Can you find anything else in our room that is red for our table?" If the objects are found, the additions are called by name: "A red crayon," "Jane has found a red block," etc., and placed upon the table. Again, the teacher may want to count the objects. "We had two things in our box, now how many do we have?"

STORY: Red Mittens, Laura Bannon.

This story, while not well illustrated, is about how a little boy's mother made him a pair of red mittens, how he lost and then found them.

For recess and play periods, continue playing with balls.

Discussion of the story will follow after lunch and the teacher will arrange the following: After lunch, the teacher or mother will come in with a ball of red yarn and one mitten almost finished to demonstrate the story.

Song to learn: Warm mittens! Singing Days of Childhood. This is a short song about how mother makes mittens (red mittens).

Evaluation. Discuss the red table and tell children they may bring red toys or objects from home for the table. Talk about day's activities.

c. Third Day. Discussion about "red table" and naming and counting of new red objects.

STORY: Too Many Mittens, Florence and Louis Slobodkin.

A well illustrated story about one lost red mitten and how many mittens are returned to replace the lost one and how the problem was resolved. This story carries the idea of the preceding day's story.

Activity. The teacher distributes large (9x12) manila paper and shows the children how to draw around their hands to make mittens. These may be colored red, holes punched in them and tied together with yarn as in the story, "Red Mittens." For children who cannot draw around their hands, capable children or the teacher will do it for them. The completed project will then be used for the song, "Mittens." When the line, "I will show them both to you" is sung, the child holds up his red mittens. The teacher will assist children having difficulty.

Discussion. Why do we need mittens? Here the teacher may talk about the kinds of clothing the children are wearing: coats, boots, etc., and why. She may also mention how the children can keep their own mittens from being lost, such as keeping them in their pockets.

Game. I see something in the room that is red. What is it? Any object the child names that is red is acknowledged as correct. If the child merely points, the teacher may say: "You see a red chair? Good!"

Evaluation. Discuss the day's activities and learnings.

d. Fourth Day. Continue with color table and discussion of any new objects or clothing of red.

STORY: The Snowtime Express, Lillian Moore.

This story is appropriate because it is related to the winter activities of youngsters and leads to discussion of type of clothing and play children do in the snow, as well as introduce a new concept of red, that is a red lollipop.

Activity. Following the story a new song may be sung to the children, "Lollipops" an original song. The teacher will have a red lollipop for all the children. After she has sung the song several times, she may introduce a real red lollipop.

Game. While singing the song a child or teacher walks, or skips, around the circle of children and when the song ends, a lollipop is handed to a child. As the child receives his lollipop, he may go to his seat to eat it. The game continues until all children have their red lollipop.

Activity. Ask the children to make a large round circle with their arm, showing them how to swing it around their body. When all have an idea how this is done, have them stoop on the floor and make a large circle completely around their bodies. This may help the children with the concept of "circle."

Art Activity. Large paper may be distributed and the children may draw or color ready-drawn lollipops. The teacher should not reject any project but should encourage the children to be creative.

e. Fifth Day. Continue with red table. Discuss red objects, their use and how many.

STORY: The Little Red House.*

A delightful imaginative story used to expand the concept of red. The little red house is an apple. This study is well told by using objects which the teacher has placed in large pockets of her smock or some place near her which the children cannot see. As she says the little boy was tired of playing with his toys, she may produce a red toy car. When she says the little girls' cheeks were as red as a rose, a plastic rose may be shown. The exciting part comes when the apple is thrown to the little boy and he takes it home to mother. Here a real red apple is exhibited and the teacher can carefully hold the apple in her hand as she says the mother looked at the apple and said: "It is round, it has no doors and windows, with a star inside and here the teacher produces a knife and cuts the apple in two, bisecting it between the stem and the bottom. The seeds then appear in a starlike formation.

Preceding the story, the teacher may show them a star shape and discuss it. The teacher then will cut enough apples in two so every child may have a half. This will serve as the mid-morning snack. The day may be spent in review of the week's activities and learnings with evaluation.

Add blue adjective to comments to children.

f. Sixth Day. The teacher has prepared another table or box with blue. The red one still remains and the two should be next to each other for contrast. The teacher shows the colored boxes to the children and asks them to find objects in the room for the red table. After objects are located, she shows them a blue ball and a blue mitten which she places in the blue box. She tells them that they now have two boxes to use in their game. Count objects in both boxes. "Which has the most?"

STORY: Mr. Dooley's Favorite Color,* Rose-Marie Provencher.

Activity. Draw Mr. Dooley's blue house. Give large paper and blue crayons but be aware if the mature children want to put a red rose that they have a red crayon available. Some children may need house already drawn.

Afternoon. Review color concept and find red or blue in illustrations on wall or clothing children are wearing.

Game. The children form a circle and a blue piece of paper is held by one of the children. One child is "it" and as he walks around the circle the teacher (and children) may chant child's first name, such as:

"Mary, Oh, Mary Blue
How do you do,
Please, may I go for a walk with you?"

The child that is "it" then finds the child holding the blue paper, takes the paper to another and stops in the circle. The child who was holding the paper is now "it." (The teacher may have to take the hand of the child who is "it" and walk around the circle with him, until the child connects the words of the poems with the object of the game on finding the child holding the blue paper.

Continue playing with the red balls, adding the blue ball to the game at recess or available time.

*See Appendix.

g. Seventh Day. Continue Red and blue table as before, adding a red and a blue cap to each box for discussion preceding the story.

STORY: Caps for Sale, Slobodkin.
An excellent story for dramatization using red and blue.

Activity. Following the story, the teacher may give the children paper sacks which have been cut to fit their heads and they may paint them for a play in the afternoon.

In the afternoon, the teacher may re-read the story and it may be dramatized using the "caps" the children painted in the morning. Spend time in review of songs and games.
Evaluate.

h. Eighth Day. Continue Color Table, counting and naming objects and demonstrating use. Review song of Mittens substituting BLUE for RED. Make blue mittens same as red one or let children color them RED and BLUE.

Game. Take objects from box and play discrimination game.

STORY: Blueberry Pie, Louisa and Richard Floethe.

Beautifully illustrated with some reference to animals and insects of nature. The teacher may have a can of blueberries and let children see and taste them.
Song: "Where Oh Where is Dear Little (name of child)
Repeat...
Repeat...
Way down yonder in the blueberry patch.

She's picking up blueberries,
Putting them in a basket
Picking up blueberries
Putting them in a basket
Picking up blueberries
Putting them in a basket

Way down yonder in the blueberry patch."

Children walk around room pretending to pick up blueberries.
Daily evaluation.

i. Ninth Day. Continue Table as before.

STORY: Blueberry Pie Elf, Jane Thayer.

Using the concept of blueberries of the day before, this story delves in the realm of make-believe. The teacher may center her discussion as to how the elf finally got his blueberry pie (by saying "please.")

Activity. The teacher may have several prepared pie crusts and cans of blueberry pie filling. The children can then fill the crusts and bake in the oven. Naturally, the delicacy will be eaten by "all the blueberry pie elves" in the room.

Activity. Review game of "Blue."
Evaluate day's experiences.

Additional book about blueberries which teacher may want for her library or to read: Blueberries for Sal, Robert McCloskey. Books for library corner for "looking at" emphasizing the color of "blue" in their beautiful illustrations:

When the Snow is Blue, Dorian.
Where Does the Butterfly Go When It Rains? Garelick.
I Saw the Sea Come In, Tresselt.

j. Tenth Day. Continue table, count objects, naming and demonstrating. There should be one RED ball and one BLUE ball in each box. These may be taken out when the teacher wants them played with. Or, she may say "Get the BLUE ball," or "get the RED ball." If the teacher feels the concept of RED and BLUE are adequately learned, she may show the flag in the room and center a discussion of its colors. She may then distribute small individual flags to the children and have them stand tall and wave them as she sings over-and-over, the song:

"A Flag Salute," Singing Days of Childhood, p. 83.

The major portion of the day should be spent in review of learned concepts, reinforcing weakness and building the children's self-confidence in learning the colors. Before proceeding to other colors, repeat any lesson which has not been learned.

Evaluation. This is the time to evaluate not only for the benefit of the children, but for the teacher, so that she may know the learnings of the children, their interest and enthusiasm.

k. Eleventh Day. Because of the intensity and duration of the colors RED and BLUE, it is hoped the children will now have developed a color awareness, which is continually reinforced and praised by the teacher. The teacher has now also developed a sense of the type of activities which are necessary to carry out the unit, therefore the following colors will not be shown as intensely but this does not imply that the teacher does not teach as intensely, but rather that she now uses the games, stories, and concepts developed in the preceding days, and substitutes the color being taught. The unit will no longer be organized as daily activities but will be at the discretion of the teacher.

IX. CONTINUATION WITH COLORS

a. Color Table. This is an important part of the unit and the teacher should now introduce the "yellow box" in contrast with the others.

STORY: One Step, Two.

This story is not only beautifully illustrated with yellow being the dominant color, but lends itself to an arithmetical concept of counting. The teacher may read the story and then choosing a capable child or walking with all the children on an imaginary walk, take the steps in the story.

Activity. It is hoped that the teacher will take a real walk with the children in the afternoon to look for things that are colored. Upon their return the teacher may make an experience chart, such as: "We saw a BLUE car." It is wise to have a blue car drawn after the sentence to assist the children in association.

Lollipop. Use song and game, substituting yellow lollipops for red.

The teacher should now add yellow crayons, construction paper, fingerpaint and tempera to the already learned colors for art activities for a "free choice period."

Game. The game of Susan Blue may be expanded or changed to include YELLOW. The children may need help or encouragement. The rhyme may go:

Oh! Susan Blue,
How do you do,
Please, may I go for a walk with you?

Oh! Johnny Red,
Please nod your head.

Oh! Danny Yellow
You're a very nice fellow.

Care must be taken when several ideas such as color and action are introduced simultaneously and the wise teacher will know the limits of her children.

The teacher continues with the Color Table, including yellow fruit (banana) plus articles of clothing or personal use (comb, brush, or toothbrush). The teacher may now begin to expand the "whys" of the article. Not only how but: "Why do we brush our teeth?" "Who do we wear coats? How would we feel outside today if we didn't wear coats?" The teacher must be sensitive to the discussion including only ideas familiar and capable of being assimilated by the children.

STORY: Laurie and the Yellow Curtains, Lillian Moore.

This story introduces several new concepts "the fix-it man," dog-house, hen-house, birdhouse, as well as green. The story may be used to introduce the color GREEN in contrast to yellow or the teacher may (considering the class) use it as a discussion for houses of animals and perhaps followed by the building of bird-houses (depending on their maturity and past experience) in which the children could choose to paint theirs in any of the colors which have been learned.

For the girls, they may decide to fix up their housekeeping corner with some yellow curtains and a new tablecloth or a pretty picture. The boys may help by painting their furniture.

Pictures for Housekeeping Corner. The teacher prepared colored scraps of cloth in the various shapes, or she may let capable children cut their own. These are applied to a heavy cloth such as burlap, by one of two methods. The more capable may want to stitch theirs onto the cloth with large needles and cotton yarn, or it works equally well using Elmer's Glue.

The mid-morning snack may be a banana.

Several days should be spent in reviewing songs, color boxes, and stories which introduce another color which has not been learned. Remember to evaluate at the end of every day.

Green. Continue Color Tables as before.

STORY: The Color Kittens, Brown-Provensen.

This is a delightful book which may be used over-and-over again, throughout the unit. It included all the primary colors and mixing as well. The Kittens try to find some green paint and at last succeed by mixing blue and yellow. The teacher may illustrate this concept by actually making green paint for the children. Of course, this again depends upon whether this would help or confuse the children, and only the teacher is capable of knowing this.

When the teacher is convinced the children can distinguish the colors of red, yellow, and green, she is ready to apply the learning to the valuable lesson of crossing the street safely, observing the traffic light. The idea may be introduced with the story: "Red Light, Green Light." Much emphasis will be placed upon the lessons which follow.

The teacher may make a large poster with red on one side, and green on the other. The children make a line and take turns stopping when the red one is flashed. Then when they understand to stop on RED, she may proceed to the GREEN side. Finally, it is hoped that the children will "Stop" when the red side is flashed, and "Go" when the green side is flashed.

Song: The Traffic Light may be sung to reinforce the lesson or may be taught before or after the lesson.

Activity. Place RED, GREEN circles on traffic light.
Second Activity. Make light say "GO."
Third Activity. Make light say "STOP."
As a climax to this activity, the teacher (with a parent, if needed) will go for a walk where a traffic light is present, and practice walking with the traffic light until the concept is assimilated. Evaluate day's experience.

Color Table. The color of green is now added and the idea is expanding.

STORY: Snowtime Express (Reread)

This time, emphasize the color of green lollipop which was Johnny's. The lollipop game and song may be played again using green lollipops. It is hoped that children will begin to discriminate the different tastes of the red and green ones; developing preference.

Art Activity. Draw or color two pre-drawn lollipops. Color one RED and one GREEN. It may be necessary to again repeat the instructions of making a circle with the arm before attempting it on paper. The teacher may show the child how to draw a line for the stick, or she may draw it for him.

If no plants are in the room, it is hoped the teacher will bring some and talk about them to the children. They may be assigned to water them each morning. If the children have been taught to recognize their name in print, the teacher should make a chart for the wall with all names printed on it. Each morning she may place a green paper sprinkling can (one she has cut from colored paper) beside the child who is to water the flowers. She will show the child's name to him and explain his task. This chart may also be used to begin the name recognition.

Another activity which may help with the concept of green is for the children to plant seeds or bulbs which grow rapidly (Children lose interest if they must wait very long for a result.). Evaluate.

Purple. Add this color to the boxes and continue use of them as before.

STORY: The Color Kittens.

When the story is read, the emphasis will be on PURPLE and, if the teacher wishes she may mix the learned colors of red and blue and produce purple. It is also a good idea to have these two colors on the fingerpainting table for children to mix or the teacher may give them a spoonful of each and let them mix it on their paper. It could also be used for the entire class if the teacher felt it was appropriate.

For mid-morning lunch the teacher could bring several clusters of grapes for the children to talk about, see, feel, and taste.

Art. Many small circles of purple could be available for the children to paste in clusters for grapes. Pictures may be mounted and displayed.

This is not a difficult concept to produce in clay. Most children can roll a ball, by placing several balls together a cluster of circles may be made. After they are dry, they may be painted with purple tempera. This activity also lends itself to group work. The balls of clay of individual children may be adhered to one of several clusters. Perhaps the teacher may want to expand the concept of color in fruit and some children may make a banana, orange, apple, or grapes; painting them with the proper color when they are dry.

If the teacher wished to do the above project, she will find it helpful to have either real or artificial fruit on display. Remember to evaluate at the end of each day as well as complete evaluation at the end of the sessions involving a new color.

Orange. Continue color table as before, adding new color.

STORY: The Color Kittens (Reread)...emphasizing orange.
Review song and games as before, using new color.

Have an orange for the children for mid-morning snack and discuss the qualities of the orange. Give each child a portion of the orange and proceed to talk about it.

"What color is it?"
"Why do we call it an orange?"
"How does it look?" (like a ball)
"How does it feel?" (bumpy, etc.)
"How does it taste?" (open)

Review games using all the colors learned to see which children are having difficulty and which color needs additional work before proceeding to other colors. Evaluate day's activity.

Brown. Continue color table adding brown.

STORY: The Color Kittens (Reread)...emphasizing brown.
This is the easiest of all colors mixed and the teacher may or may not want to demonstrate this.

Game. "I see something BROWN."

For a tasting experience, the teacher may bring some kind of chocolate that is truly brown, or chocolate cookies. The teacher may then ask the children how it tastes, thus increasing vocabulary.

Use other methods of reinforcing the concept such as dismissing children with brown hair, brown eyes, etc. This will broaden the idea to include color of one's own natural body.

STORY: New Shoes, Sam Vaughan.

This is a silly, rhyming story about a little girl who wants new shoes, how they look and feel. Although her mother wanted her to get brown, she chose blue. The teacher may use this as a basis for discussing the shoes the children are wearing and how they can make them look better. Also, how many shoes do you have on your feet?

She has brought several bottles of brown shoe polish and demonstrates how to polish their shoes. She then lets those children who want to polish theirs.

Song: "New Shoes", Singing Days of Childhood, p. 12.

STORY: Caps for Sale (Reread)...Use color brown, adding to the known concepts of red and blue.
Evaluation.

Black. Complete the boxes now by adding black and continue as before.

STORY: New Shoes (Reread)....emphasizing black shoes this time. As the story is read, the teacher may hold up a shoe which she has cut from construction paper and which correlates with the color of the shoe about which she is reading.

For a tasting experience, she may bring individual pieces of licorice.

Activity. The teacher or children bring in black shoe polish and the children with black shoes polish theirs as the others did.
Evaluation.
X.
CULMINATION
After the colors have been learned, the teacher will spend time in review, reading the stories again, playing the games and singing the songs. She may want to do such things as giving some children certain colored paper and as she reads a certain color in the story, such as "The little girl saw a yellow crocus," the child with the yellow paper will hold it up for others to see.

Color Table. It will remain with different objects being placed on it.

As a culminating experience, it might be fun to have a part with fruits or sweets. It would be important to have a variety and observe the choices of the children, and if possible, on what basis the choice was made: flavor or color.

This unit should be followed by a lesson on safety or safety signs and emphasizes the carry-over of a learning experience from one situation to another. It is unlimited as to "on going" experiences which would help the child understand himself and his environment better.
XI.
EVALUATION
In order for evaluation to be most beneficial it should be a continuous process. By being twofold, it can be most effective.

I. Self-Evaluation Initial
   a. by use of continuous reports and charts to appraise child's development before unit,
   b. by use of continuous reports and charts, progress can be noted,
   c. re-evaluation of charts, reports and worksheets by teacher and pupil at completion of unit.
   d. Give child opportunity to evaluate own ability and acquaint self and teacher with his "color concept."

II. Teacher Evaluation of Unit Observation
   a. "Why am I teaching this to these children?"
   b. Was the unit motivated by the interests and needs of the children?
   c. Did the unit improve the child's concept of color in relationship to himself and to his environment?
   d. Did the unit remain flexible to allow for adjustments necessary from time to time to meet limitations of physical and emotional development as well as mental development?
   e. Did the evaluating techniques such as charts, check lists, oral questioning and response prove satisfactory?
   f. Can the unit be used for further development?

XII. ADULT BIBLIOGRAPHY

1. Cruickshank, William M. and Johnson, G.: Education of Exceptional Children and Youth.
2. Doll, Edgar A.: The Mentally Retarded, Exceptional Children.
3. Kirk, Samuel A.: Early Education of the Mentally Retarded.
4. Perry, Natalie: Teaching the Mentally Retarded Child.
5. Rothstein, Jerome H.: Mental Retardation: Readings and Resources.
6. The Illinois Plan for Special Education of Exceptional Children: A Curriculum Guide for Teachers of the Educable Mentally Handicapped.
7. Detroit Public Schools, The Board of Education, Department of Special Education: A Curriculum Guide for Teachers of Mentally Retarded Pupils.
8. Martens, Elisa H.: Curriculum Adjustment for Mentally Retarded.
9. A Typical Department Child Welfare Division: Curriculum Materials for the Severely Mentally Retarded.
10. Columbus State School, Columbus, Ohio--Department of Education and Training Research Project #50: An Overview.
11. Sanders, Josephine D.: Programs for Trainable Mentally Retarded Children.
12. National Association for Retarded Children: Children Limited.
13. Saracon, S. B.: Psychological Problems in Mental Deficiency.
14. Fields, H.: Who Makes the Best Teacher of Mentally Retarded Children?
15. Wills and Stegeman: Living in the Kindergarten.
16. Leavitt, Jerome E.: Nursery Kindergarten Education.
17. Hanna-Potter-Hagaman: Unit Teaching in the Elementary School.

CHILDREN'S BIBLIOGRAPHY

Illustrations emphasizing many brilliant colors.

1. Tresselt: Follow the Wind.
2. Brown, Margaret Wise: The Quiet Noisy Book.
3. Tresselt: Sun Up.
4. Hetty, Burlingame, Beatty: Droopy.
5. Withers and Jablow: Rainbow in the Morning.
6. Tresselt: Bonnie Bess.

Any of the many books by Tresselt.

SONG BOOKS

1. Ray, Florence: Singing Days of Childhood.

STORIES TO BE READ

1. Petersham, Maude and Miska: "The Box with the Red Wheels."
2. Bannon, Laura: "Red Mittens."
3. Slobodkin, Florence and Lois: "Too Many Mittens."
4. Garelick: "Where Does the Butterfly Go When It Rains?"
5. Tresselt: "I Saw the Sea Come In."
6. Slobodkin: "Caps for Sale."
7. Zolotow: "One Step, Two."
8. Floethe, Louise and Richard: "Blueberry Pie."
9. Thayer, Jane: "Blueberry Pie Elf."
10. Dorian: "When the Snow is Blue."
11. Brown Provensen: "The Color Kittens."
12. Vaughan, Sam: "New Shoes."
13. Brown, Margaret Wise: "Red Light, Green Light."

RECORDS

1. Little Golden Record, 78 RPM: "Bouncey-Bouncey-Ball-y."

XIII. APPENDIX

Educational Materials

Color-Matching Toys #146 (14)
Peggy Ball Pull. 8 pegs to insert, 8 balls of same colors (20)
Color-Cone. Graduated rings on a perpendicular stick (14)
Tri-Form Car (14)
Pattern Peg. Tray (14)
Dolly Pull. Removable heads and colored hats to match body (20)
Color Cubes. 2" (20)
Landscape Peg Board #245 (20)
Colorform. Plain geometric forms (7)

Games

Picture Dominoes. Wooden (10)
Picture Dominoes. Large. Picture on one side, colored dominoe patterns on the other.
Hickety Pickety. Color matching (19)
Ga Fish (9)
Steps to Toyland (19)
Card Game. Colors
Jumbo Beads. 1-1/2" in diameter, 5 shapes, 6 colors (20)
Seequees. Going to School: Trip to Zoo (16)

Manufacturers or Distributors

4. Bradley, Melton, 17 Fordham Road, Allston, Boston 34, Massachusetts
7. Colorform, Walnut Street, Norwood, New Jersey
9. Ed-U-Cards, Inc., 13-05 44th Avenue, Long Island City, New York
10. Educational Playthings (American Crayon Company), 1706 Hayes Avenue, Sandusky, Ohio
14. Holgate Company, 200 Fifth Avenue, New York, New York
16. Judy Company, 310 North Second Street, Minneapolis, Minnesota
20. Playskool, 1750 North Lawndale Avenue, Chicago, Illinois

Selected Songs, Games and Dances*

For Body Rhythms:
- The Little Gray Ponies (10)
- Fly Away, Little Birdie (10)
- Waddling Ducks (10)

For Singing Games:
- Playing Ball-Rolling Ball (9)
- Toss the Colored Bean Bag

*Numbers in parenthesis refer to names of books in which these songs, games and dances may be found.

For Play-Acting:
Traffic Man (2)
Balloon Man (6)
The Little Gray Ponies (10)

For Singing:
Colors (6)
Lollipops (6)
Easter Eggs (5)
Traffic Man (2)

2. Beattie, John W., American Singer, Book I, New York American Book Company, 1954.

Games

Materials necessary for playing game of matching colored beads; six (6) pairs of differently shaped beads, one bag, muffin pan. This activity is to emphasize color.

The teacher places one of each pair of the colored beads into a bag. Then the teacher places the other bead in the child's hands and asks him to reach into the bag and find its partner. This is done until the child matches up all the colors. The muffin pan can also be used. The teacher places the tin with six cups on the table and puts one bead in each cup. The child is handed the remaining beads one at a time, and told to find the one that looks like it, and place the bead with its partner. This can be the teacher's way of checking to see how well the concepts of likeness and differences have been established.

Color Rummy Cards

These cards help if used frequently, to help develop accuracy in the visual sense. The child will become more aware of his ability to discriminate through visual and may on his own, use this as an avenue of learning. These cards can be cut out of lightweight cardboard and colored by the children. The cards are now ready for use. A row of six cards is placed on the table in front of the child. He is then handed cards one at a time, which match cards on the table. The children may reinforce the color knowledge by oral expression. The child that finds the most mates is the winner.

Playskook Hammer and Nail Sets

The Playskook Hammer develops eye-hand coordination, color-matching and concentration. It also provides an outlet for aggressive feeling through pounding.

Sticks--Assorted, Six Colors

The teacher or sometimes the child, may choose to work with colored sticks. The teacher may use any of these for counting exercises plus reinforcing color concepts with the young child. The teacher may use any method for grouping. The teacher indicates to the child by holding up a number of sticks, how many sticks she wants them to group, and this may also be done by indicating the number of sticks (red, blue, etc.)

Picture Color-Matching Posters

This set consists of two-color charts on white posterboard with symbols. It consists of small cards for matching games. This may be used to teach recognition of color discrimination.

Fishing

This game can be made by the teacher. It is a game for color recognition. A cardboard box about 10 x 10 x 4 inches is made into a fish pond. A window is cut into the front of the box and clear cellophane is placed over it. Small tin

fish of five colors are used. These fish are placed in the bottom of the box. A fishing pole is made from a ten-inch stick with a fourteen-inch string attached. A magnetic horse shoe was attached to the end of the string to serve as a fishing hook. A tin fish will be attracted to the magnet and the child pulls it out. The child is to name the color of his fish. The child can keep his fish only if he can tell the color.

Color Number Bingo

Recognition of color and numbers. This is an adaption from the original Bingo Game. The cards are made from cardboard, 9 x 12 inches in size. Each card is divided into five sections horizontally, and six sections vertically. Each row of vertical sections is colored entirely from top to bottom, one each red, green, orange, yellow, and blue. Make sure the group is familiar with the five rows of numbers. The cards in the set for the caller are made the same size as each inner square of the playing cards. The top of each card in this set is colored to represent a row on the playing card and a large number is written or printed on each card. The game is played as regular Bingo, except colors are used instead of letters, and the whole row is colored instead of just the top square. The call would be "four in the red row," etc. When a color is called along with a number, it limits the area in which the child must search. The child that "Bingos" may call back the color and number to the teacher, thus giving double exposure to this experience.
(May be used at discrimination of teacher.)

Associating Objects with Use

Have ten common objects (may or may not be same color) placed upon the table. Count objects. Then hold up one object at a time to be named by a child. "A red toothbrush." The teacher may ask, "What do you do with it?" If the child cannot verbalize the motion, they may demonstrate or the class may put the action into words.

What Is Missing?

Using same objects or different ones if you please, the children hide their eyes and the teacher removes one object. Children are to name what is missing. Another version of the same idea is to show all ten objects. Tells names of all objects and then removes them. She replaces them as children name them. She may count objects to see how many have not been named and replaced.

Color Game

Give one or as many as the children can understand, colors of colored pieces of paper. The teacher may then say, "The children with blue paper, stand." Then they may be counted. Repeat for other colors.

Another method of applying knowledge of colors is to dismiss the children to activities or for recess, according to the color of socks, shirts, dresses, etc.

Weather Discrimination

A doll with several changes of clothing may be the "Weather Doll." The children will dress her in the morning and place her in special place. For snow, she could have a red snowsuit; for rain, a blue raincoat; for sunny days, a yellow outfit, etc. This will help the children to become aware of the effects of the weather upon themselves.

Approximate Materials Needed

3 red balls, 1 blue ball, lollipops in various flavors, apples, bananas, oranges, grapes, licorice, chocolate candy, can of blueberries, black and brown shoepolish, colored construction paper, paste, scissors, 9x12 manila paper, Elmer's glue, cotton yarn, enamel paint (optional). Doll that can be easily dressed and undressed with a red outfit for cold weather, yellow raincoat, etc. Eight large flat boxes to be covered in the basic colors, crayons, fingerpaint, tempera, scraps of colored cloth. Resource person: A mother to show children how mittens are made.

EVALUATION

In order for the teacher to adequately evaluate the child's progress during and after the unit, she must know where the child was in his experiences before the unit. Therefore the teacher will in some way objectively check the child to see what knowledge, skills, attitudes he possesses. Such a check list may be:

Red Orange Yellow Green Blue Violet, etc.

What colors does he know?

Roll Throw Catch Kick Bounce

Can he play with a ball?

Never Some Always needs help

Does he play well with others?

Rote None To ten Can apply concept

Can he count?

Yes No Some Needs help

Does he participate in discussion?

Yes No With enjoyment Some

Does he listen at story time?

Yes No Needs help Ready

Does he recognize name in print?

Yes No Needs help

Does he respond to direction?

Can he recognize? Comb Toothbrush Book Ball, etc. (Include objects which are placed in color boxes.)

Yes No Needs help Ready

Can he draw a circle?

Yes No Needs help Enjoys it

Does child sing with group?

Yes No Needs help Ready No attempt

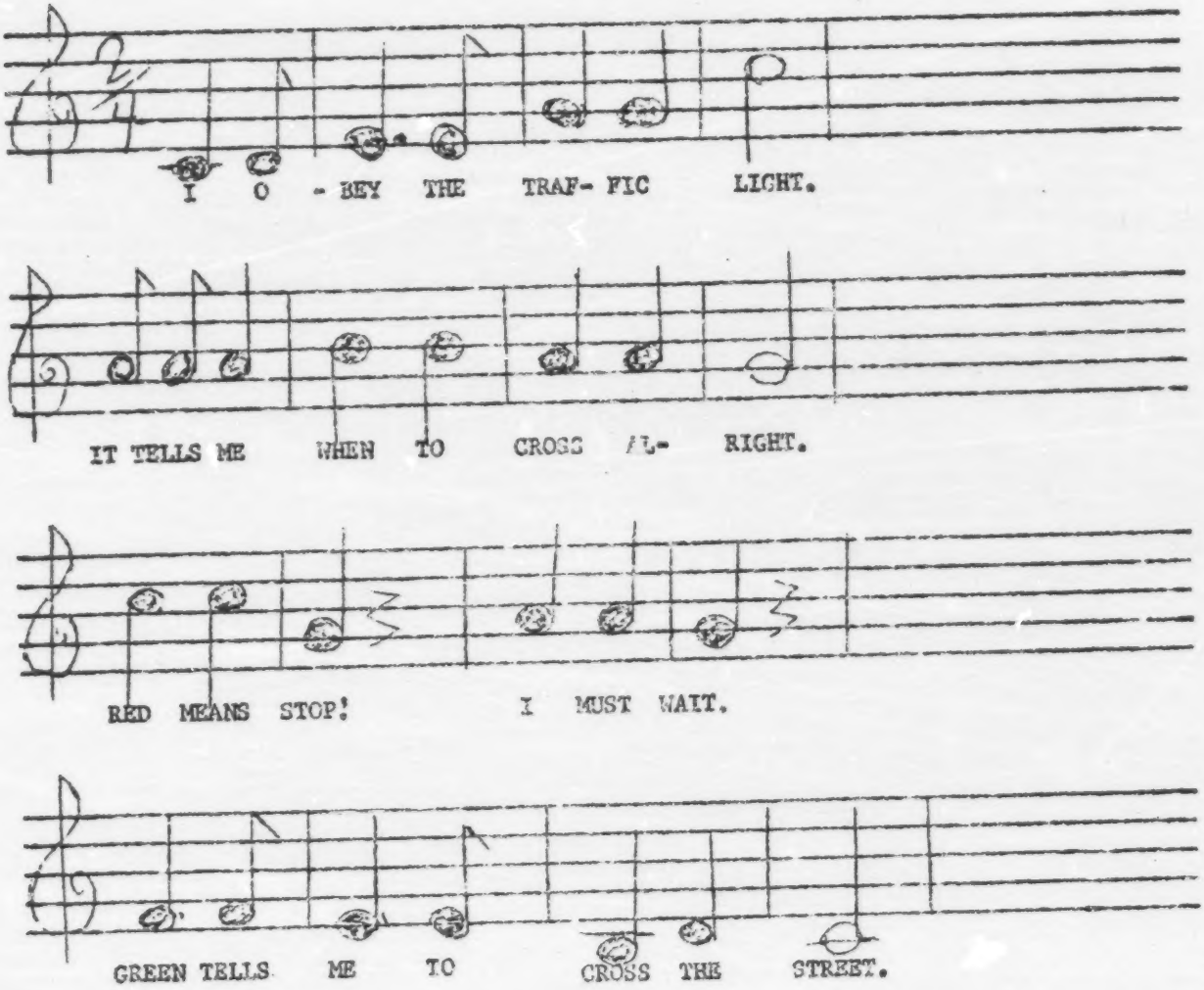
Can child cut?

Good Poor Needs to improve Average

Work habits:

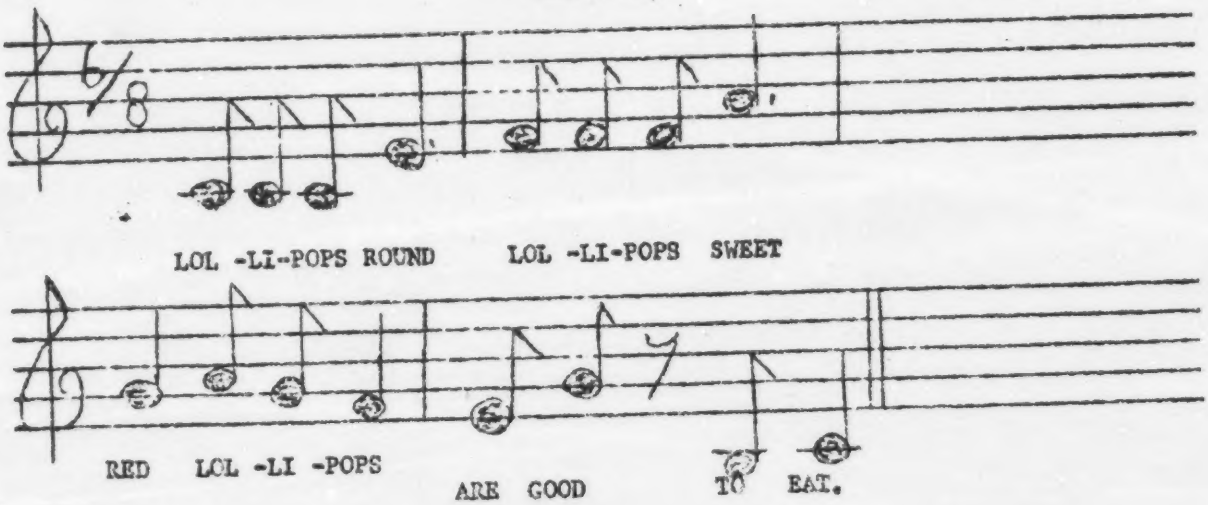
THE TRAFFIC LIGHT

M. Clark



LOLLIPOPS

M. Clark



THE LITTLE RED HOUSE WITH NO DOORS

There was once a little boy who was tired of his picture books, and tired of all his toys, and tired of all his play. So he asked his mother, "What shall I do today?" His dear mother always knew beautiful things for little boys and girls to do, and she answered, "You shall go on a trip and find a little red house with no doors and windows and with a star inside.

The little boy's eyes grew big with wonder. "Which way shall I go?" he asked, "to find a little red house with no doors and a star inside?" "Down the lane, and past the farmer's house and over the hill," said his mother. "Come back as soon as you can and tell me all about your journey."

So the little boy put on his hat and his jacket and started out. He had not walked very far in the sunlight when he came upon a merry little girl dancing along the path. Her cheeks were like red roses and she was singing like a robin. "Do you know where I shall find a little red house with no doors and a star inside?"

The little girl laughed. "Ask my father, the farmer," she replied. "Perhaps he knows." So the little boy went on until he came to the big red barn where the farmer kept barrels of fat potatoes and baskets of yellow squash and golden pumpkins. The farmer himself stood in the doorway looking over the green pastures and the yellow grain fields. "Do you know where I shall find a little red house with no doors and a star inside?" asked the little boy. The farmer laughed too. "I've lived a great many years and I never saw one," he chuckled, "but you go and ask Granny who lives at the foot of the hill. She knows how to make taffy candy, popcorn balls, and red mittens. Perhaps she can tell you."

So the little boy went on still farther until he came to Granny's. She was sitting in her pretty flower garden and smiling in the sunshine. "Please, dear Granny," said the little boy, "where shall I find a little red house with no doors and a star inside?" Now Granny was knitting a little red mitten, and when she heard the little boy's question, she laughed so merrily that the wool ball of yarn fell off her lap and rolled to her feet. "I should like to find that little house myself," she chuckled. "It would be warm when the frosty nights come and the starlight would be prettier than a candle. But you ask the wind who blows about so much and listens in all the chimneys. Perhaps he knows."

So the little boy took off his hat politely to the old Granny and said, "Thank you," and went on up the hill rather sadly. He wondered if his dear mother, who usually knows almost everything, had perhaps made a mistake. The wind was just coming down the hill as the little boy climbed up. As they met, the wind turned about and went along pushing the little boy. It whistled in his ear and pushed him, and dropped a little leaf in his hands to show what a good friend he was.

"Oh wind," asked the little boy after they had gone along together quite a way, "can you help me to find a little red house with no doors and a star inside?" Now the wind cannot speak in our words, but it went singing ahead of the little boy until it came to an apple tree. When the little boy came up to the tree, he said, "Apple tree, big apple tree, throw a big apple down to me," and the wind shook the branches, and down at his feet fell a great big rosy apple.

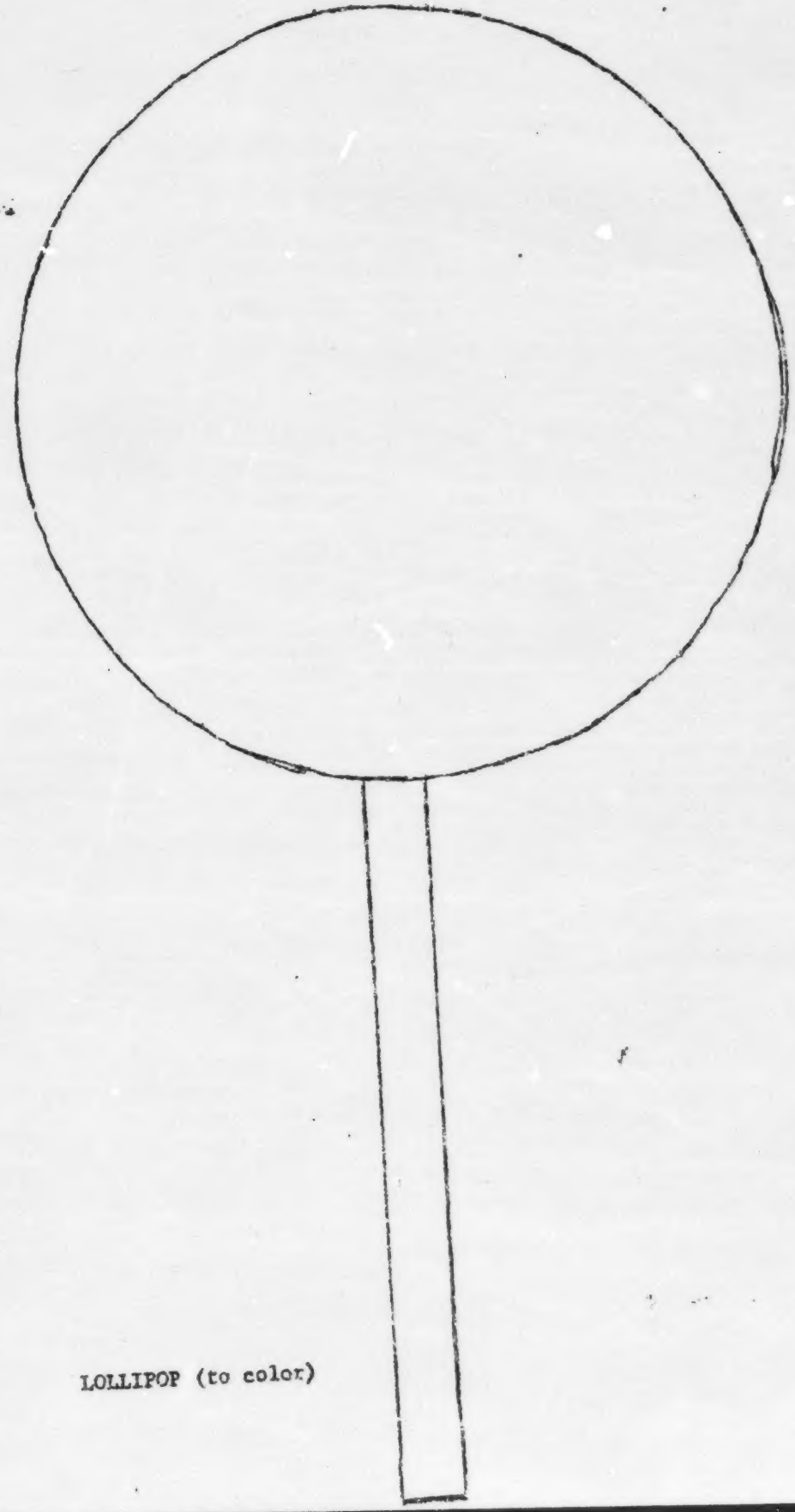
The little boy picked up the apple. It was so large it was as big as his little hands could hold. It was as red as the sun had been able to paint it, and the thick brown stem stood up straight as a chimney. It was a little red house in which the apple blossom fairy had gone to sleep. It had no doors.

"I wonder," thought the little boy as he called to the wind, "thank you," and the wind whistled back, "you're welcome." Then the little boy ran home to show his mother that he had found the little red house. She took a knife and cut the apple through the center, and what do you think? There inside the large red apple lay a little star, holding the brown apple seeds.

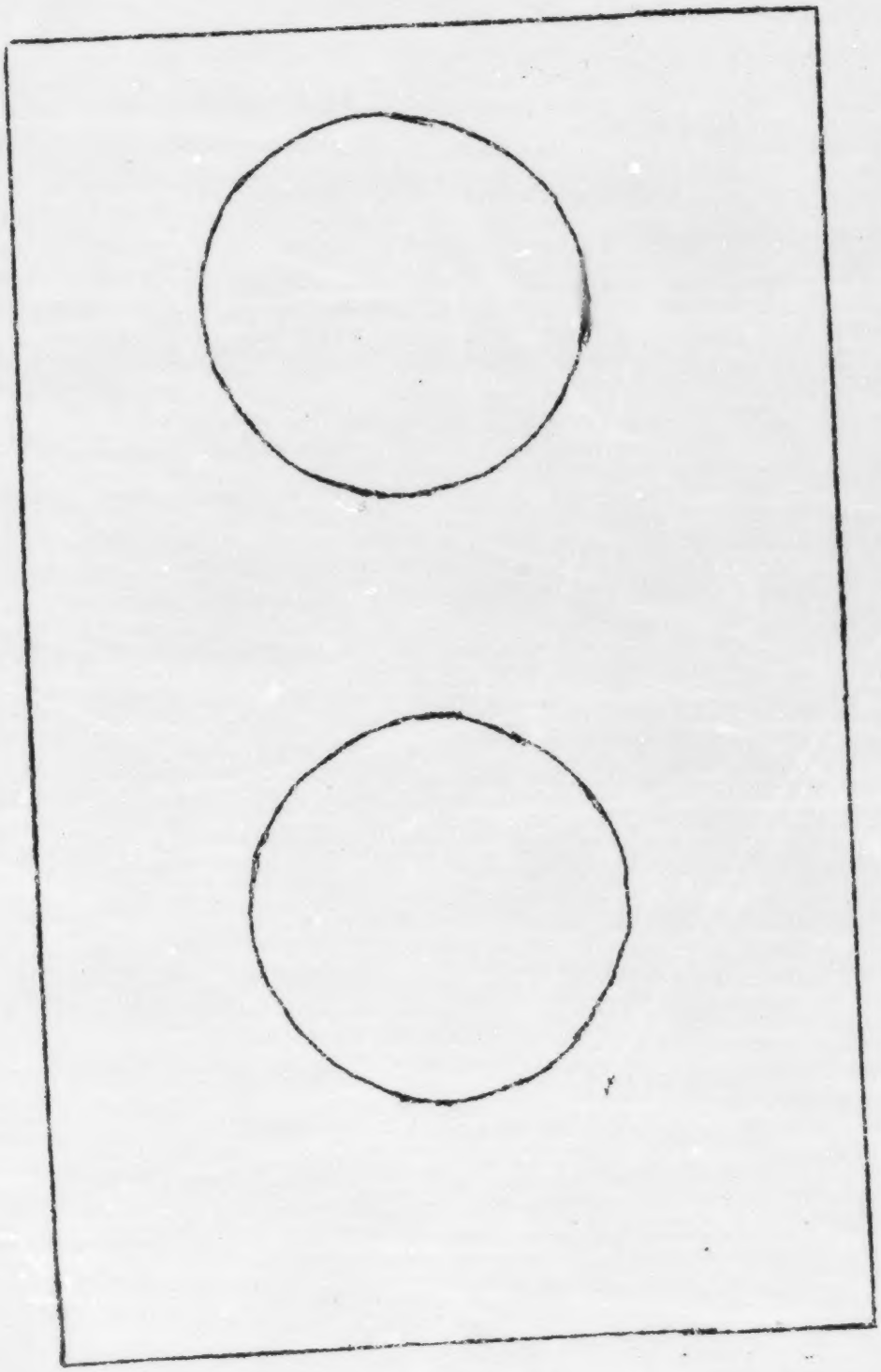
STORIES TO BE READ (SUPPLEMENTAL)

1. Provencher, Rose Marie: "Mr. Dooley's Favorite Color."
2. Moore, Lilian: "Laurie and the Yellow Curtains."
3. Moore, Lilian: "The Snowtime Express."

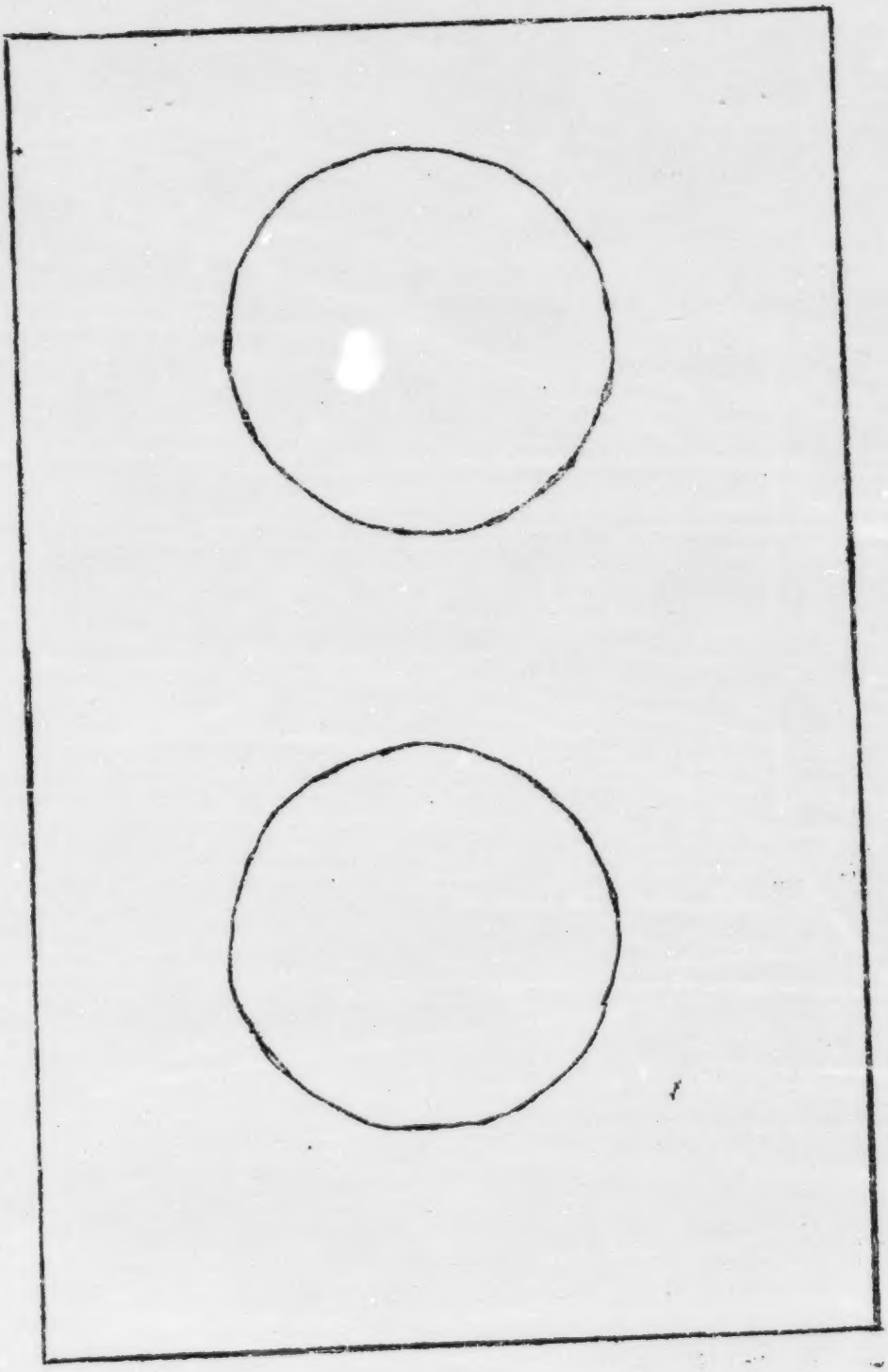
Yarn



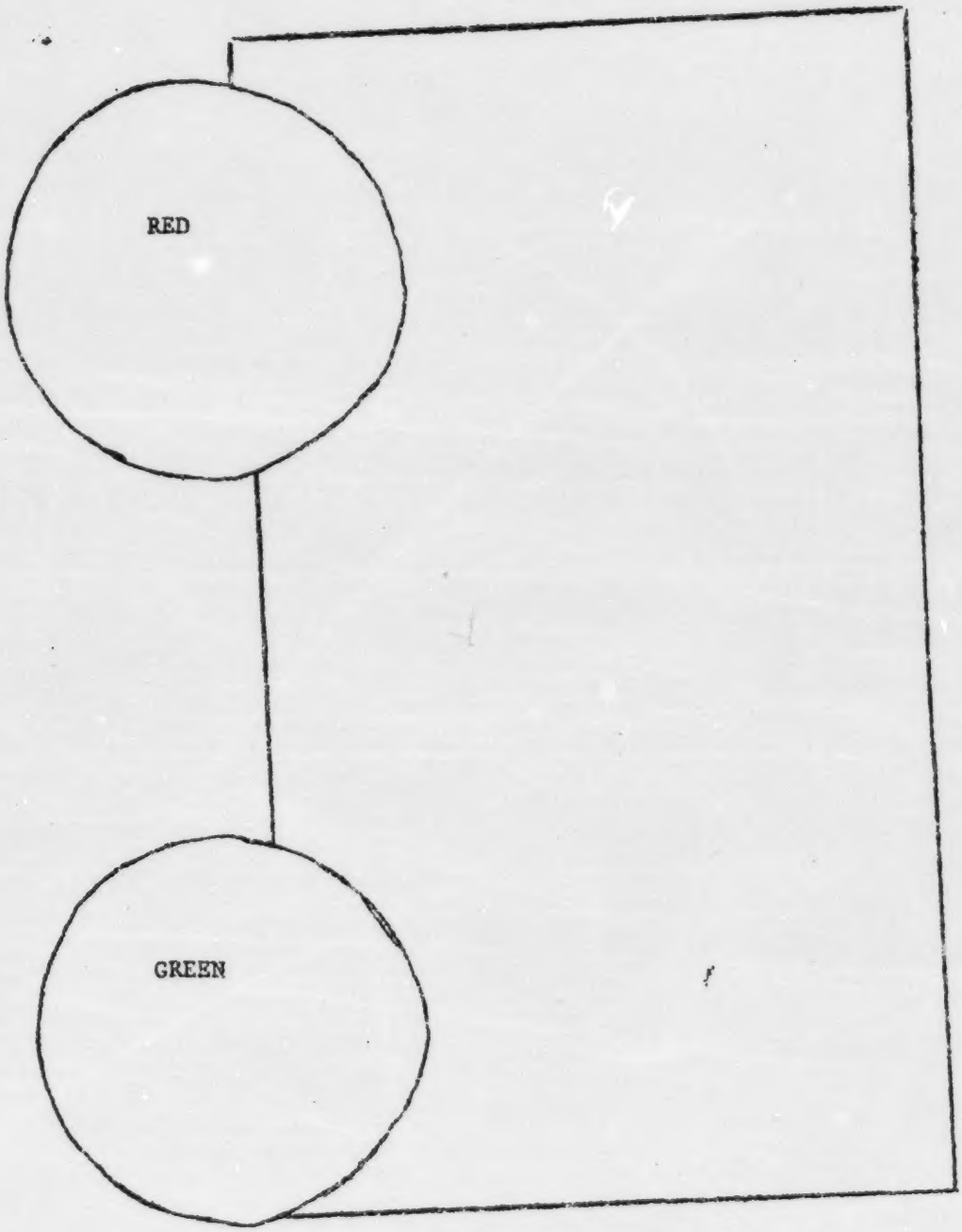
LOLLIPOP (to color)

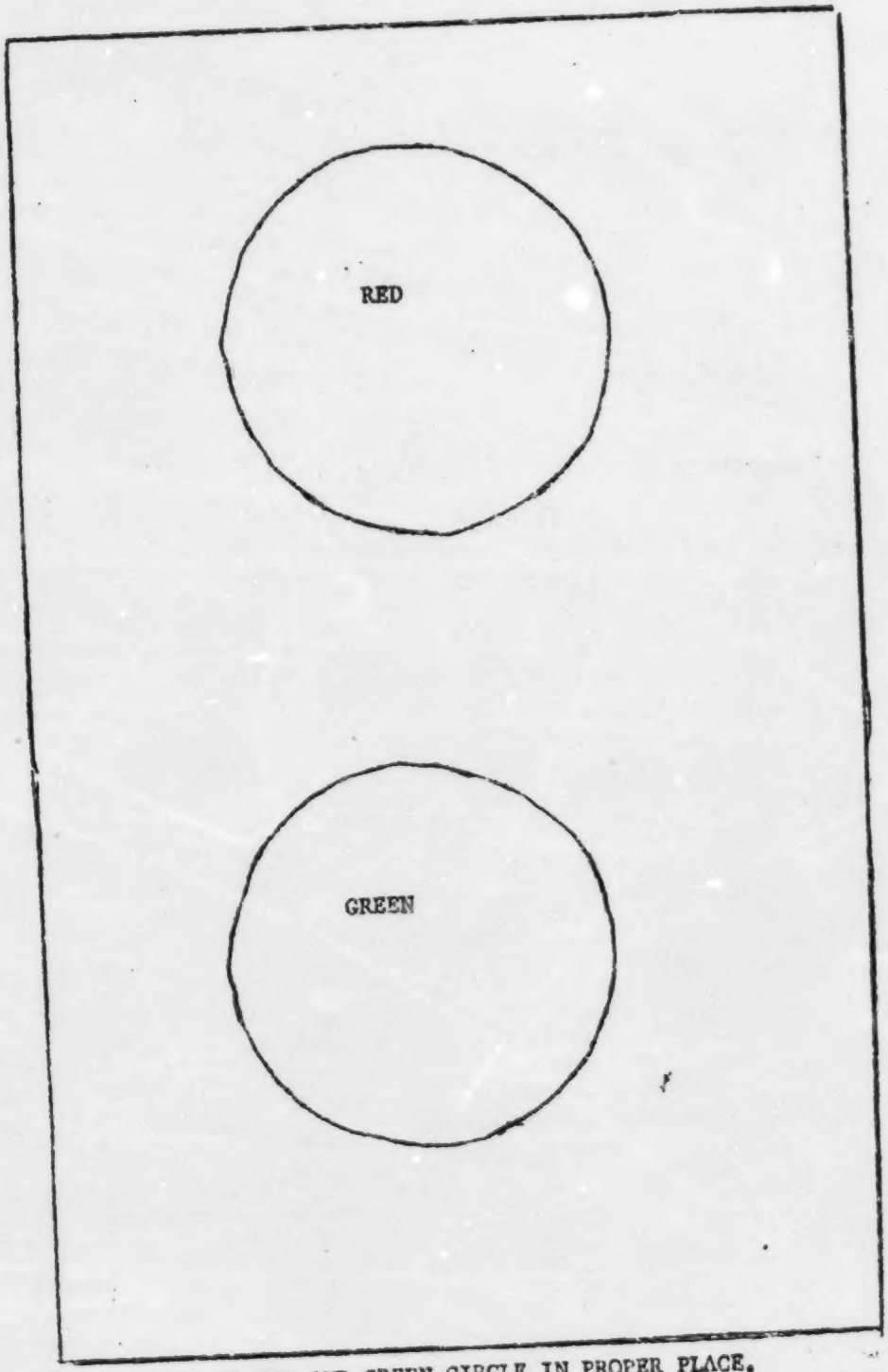


DIRECTIONS: MAKE LIGHT SAY STOP!



DIRECTIONS: MAKE LIGHT SAY GO!


RED
GREEN

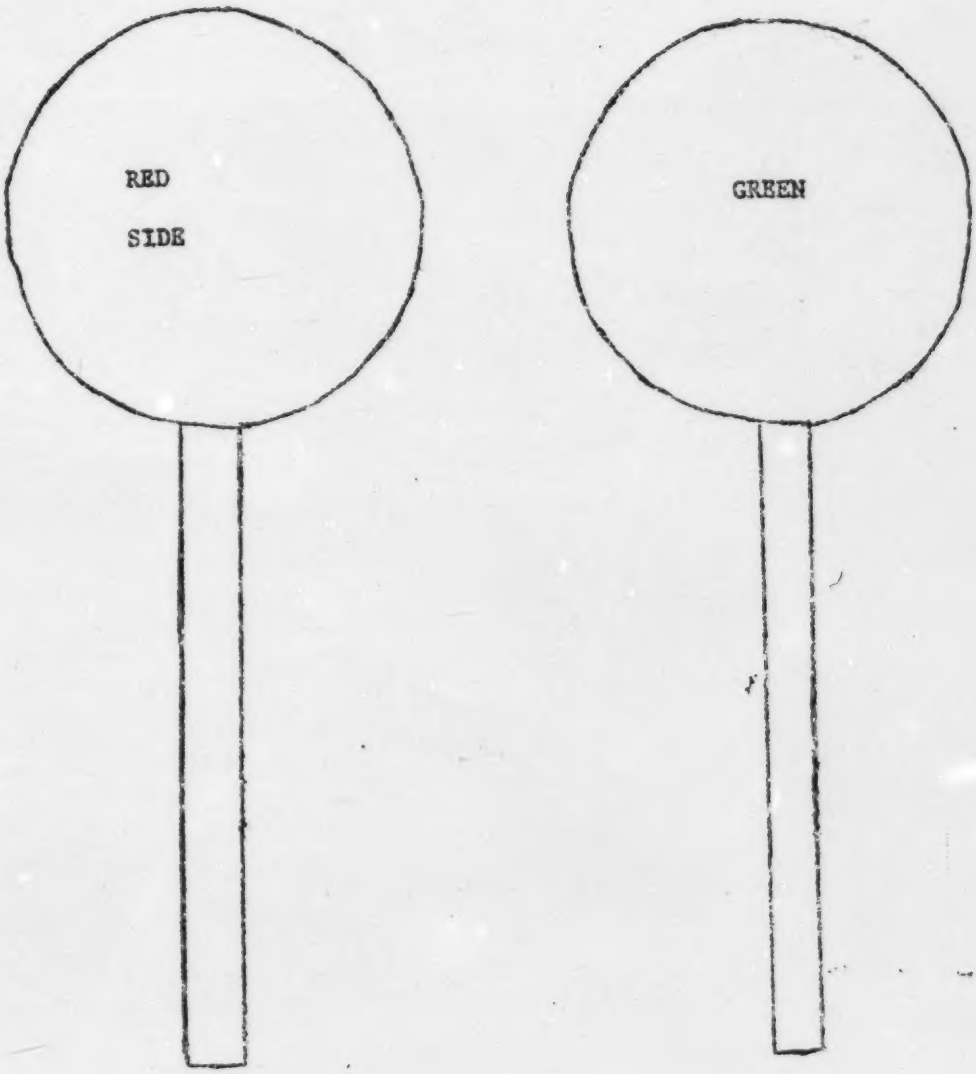


PASTE RED AND GREEN CIRCLE IN PROPER PLACE.

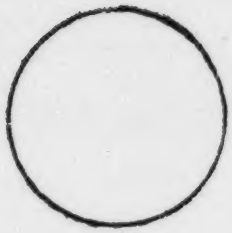
TRAFFIC LIGHT POSTER

Cut as large a circle as possible using 9 x 12 or larger heavy paper of red and green. These may be stapled or glued to a board or stick for the handle.

It may have the words stop and go printed in large black manuscript type on the appropriate side.



NUMBER READINESS



DRAW 1 BALL

DRAW 2 BALLS

DRAW 3 BALLS

DRAW 4 BALLS

DRAW 5 BALLS

COLOR THE BALLS RED, GREEN, OR YELLOW.

1
2
3
4
5

PAPERS AVAILABLE IN THE
HERSCHEL W. NISONGER CENTER
TECHNICAL REPORT SERIES

Warner, Valerie A. Gifted Children as Tutors of Educable Mental Retardates. Mental Retardation Training Program Technical Series, Number 68-1, The Ohio State University, July, 1968.

Lucas, Marilyn and Jones, Reginald L. Attitudes of Teachers of Mentally Retarded Children Toward Psychological Reports and Services. Mental Retardation Training Program Technical Report Series, Number 68-2, The Ohio State University, September, 1968.

Jones, Reginald L. Morale of Teachers of Mentally Retarded Children, An Exploratory Investigation. Mental Retardation Training Program Technical Report Series, Number 68-3, The Ohio State University, November, 1968.

Hollinger, Chole S. and Jones, Reginald L. Community Attitudes Toward Slow Learners and Mental Retardates: What's in a Name? Mental Retardation Training Program Technical Report Series, Number 68-4, The Ohio State University, December, 1968.

Silverman, Mitchell. Developmental Trends in the Vocational Interests of Special Education and Normal Students, Mental Retardation Training Program Technical Report Series, Number 69-1, The Ohio State University, January, 1969.

Caldwell, Michael S. Organizing for Interdisciplinary Instructional Field Experiences. Mental Retardation Training Program Technical Report Series, Number 69-2, The Ohio State University, March, 1969.

Clark, Marjorie and Kitchton, Pauline Y. Color Concepts for the Trainable Mentally Retarded. Mental Retardation Training Program Technical Report Series, Number 69-3, The Ohio State University, April, 1969.

Cummins, Connie, Jeffers, Mildred, Morrell, Mary and Zollinger, Virginia. Social Studies Unit on the Family. Mental Retardation Training Program Technical Report Series , Number 69-4, The Ohio State University, April 1969.

Amos, Oris C. and McMahan, Dorothy P. We Go to the Zoo. Mental Retardation Training Program Technical Report Series, Number 69-5, The Ohio State University, May, 1969.

Cavin, Donald C. Innovative Use of Videotape Instruction in Special Educatic Teacher Train ng. Mental Retardation Training Program Technical Report Series, Number 69-6, The Ohio State University, June, 1969.

Kunkel, Nancy D. and Gibson, William M. Symposium on Nutrition and Mental Retardation. Mental Retardation Training Program Technical Report Series, Number 69-7, The Ohio State University, March, 1969.

Parnicky, Joseph J. A Study of Halfway House for Educable Young Men. Mental Retardation Training Program Technical Report Series, Number 70-1, The Ohio State University, April, 1970.

Cavin, Donald C. Report on the Survey of Teachers, Administrators, and Home Trainers of the Trainable Retarded in Ohio. Mental Retardation Training Program Technical Report Series, Number 70-2, The Ohio State University, May, 1970.

Parnicky, Joseph J., (Ed.) Stimulating Physical Development of Mentally Retarded Children. Papers presented at an all-day workshop. Mental Retardation Training Program Technical Report Series, Number 70-3, The Ohio State University, June, 1970.

Perozzi, Joseph A. Communication Clinicians for the Mentally Retarded. Herschel W. Nisonger Center Technical Report Series, Number 71-1, The Ohio State University, 1971.

Hardesty, Kay W. Music Activities Guide for the Preschool Trainable Child. Herschel W. Nisonger Center Technical Report Series, Number 71-2, The Ohio State University, 1971.

Perozzi, Joseph A., (Chm.), Herrick, Nancy, and Woo-Ming, Geoffrey. Annotated Bibliography for Mental Retardation. Herschel W. Nisonger Center Technical Report Series, Number 71-3, The Ohio State University, 1971.

Peck, Eleanor M. Rumination, Mental Retardation and Refeeding in a Five Year Old. Herschel W. Nisonger Center Technical Report Series, Number 71-4, The Ohio State University, 1971.

Parnicky, Joseph J., et al. Interdisciplinary Delivery of Service in a University Affiliated Center. Herschel W. Nisonger Center Technical Report Series, Number 71-5, The Ohio State University, 1971.